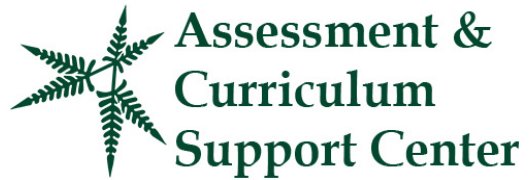




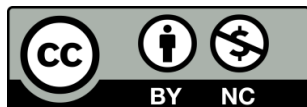
UNIVERSITY
of HAWAI'I®
MĀNOA




Assessment and Learning Resource Repository

ACSC
Crawford Hall 230 & 231
2550 Campus Rd, Honolulu, HI 96822
manoa.hawaii.edu/assessment

Conducting Assessment to Support Teaching and Scholarship



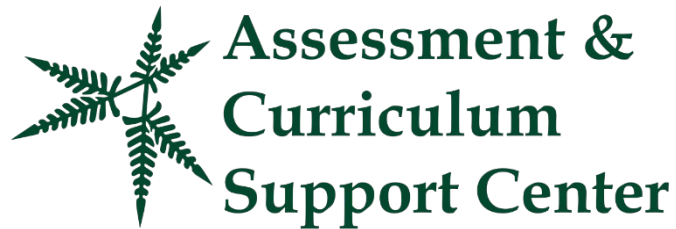
Hill, Y. (2020, September 30). *Conducting assessment to support teaching and scholarship* [Online workshop]. Assessment and Curriculum Support Center and Center for Teaching Excellence. University of Hawai'i at Mānoa, Honolulu, HI, United States.



Conducting Assessment to Support Teaching and Scholarship

A workshop for **all** instructional faculty/staff

Yao Z. Hill, Associate Specialist





Housekeeping

- Access your individualized handout here:
<http://go.hawaii.edu/3c3>

Session outcome

Plan 1 strategy to use program learning assessment tools & processes to support teaching and scholarship

Student
learning
outcomes

Curriculum
map

Signature
assignment

Rubric



Assessment is an integral part of teaching



Activity 1:

- Skim the sample narrative.
- Highlight program learning assessment tools/processes
- Describe your impression

4 min individual + 6 min breakout
go.hawaii.edu/3c3



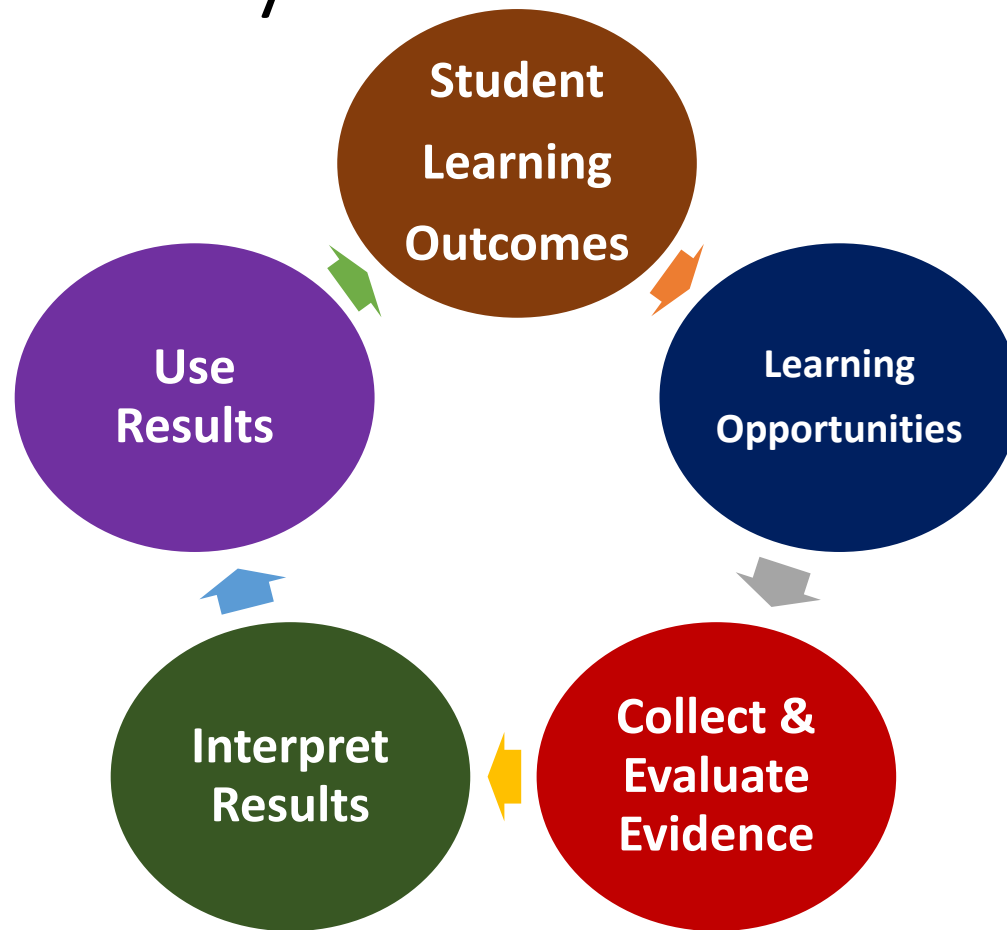


Program Learning Outcomes (PLO) Assessment

An on-going process designed to monitor and **improve** student learning. Faculty: a) develop explicit statements of what students should learn (i.e., student learning outcomes); b) verify that the program is designed to foster this learning (alignment); c) collect data/evidence that indicate student attainment (assessment results); d) use these data to **improve student learning** (close the loop). (Allen, M., 2008)

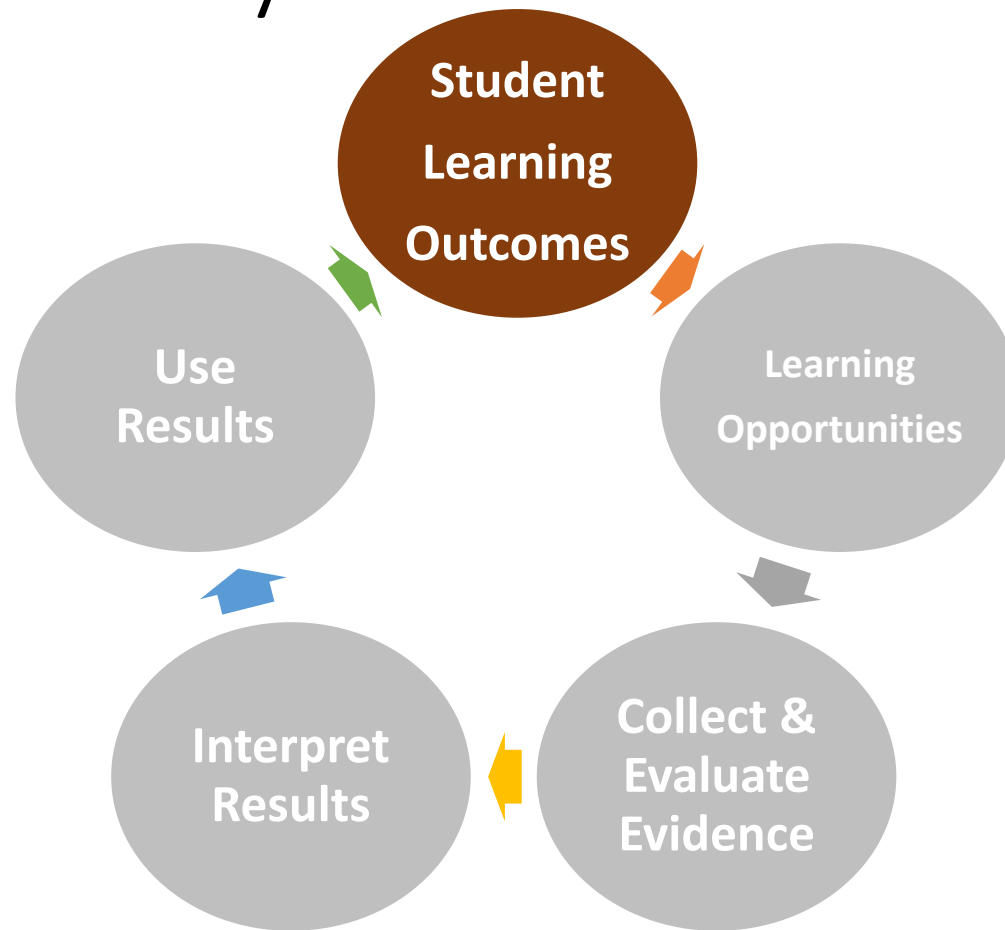


Assessment cycle





Assessment cycle





SLO Definition: Action-oriented statement of...



knowledge



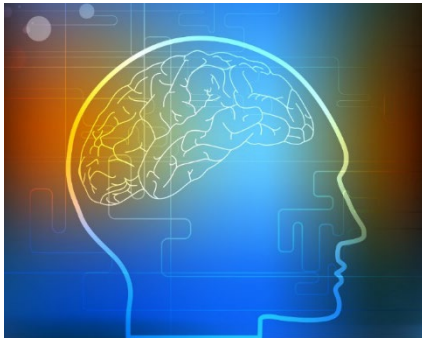
skills



values



Domains of Learning



Cognitive



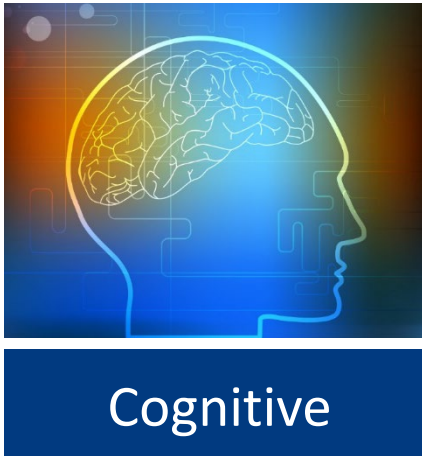
Affective



Psychomotor



Example SLOs



- Students can **explain** major theories in the field of study.
- Students can critically **evaluate** and **synthesize** multiple sources of evidence.
- Students can **design** and **conduct** undergraduate research projects.

Example SLOs



Affective

- Students can skillfully **explore self-initiated** projects on XXX.
- Students **seek out** indigenous perspectives when addressing community challenges.
- Students be able to **advocate** sustainable living principles to the community.



Example SLOs



Psychomotor

Students can

- **Embody** structural dance movements
- **Play** music instruments
- **Operate** equipment



Using program SLOs to support teaching—An example



Make the alignment clearer

**Course SLO:
conduct item analysis**



**Program SLO 1
Critical thinking**



Evaluate item quality & usefulness through content &
descriptive statistical analysis



Address program SLOs not emphasized
before

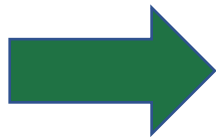
Program SLO 5: Develop and **apply** sound framework
in assessment

New Course SLO

Diagnose test items & improve a test based on item
analysis results.



Assignment redesign to align with new SLO



Item Analysis Report

- Excel calculations
- Item diagnosis
- Recommendation for revision

Scaffold learning experience

- Revise instructions
- Tips sheet
- Annotated sample reports
- Rubrics

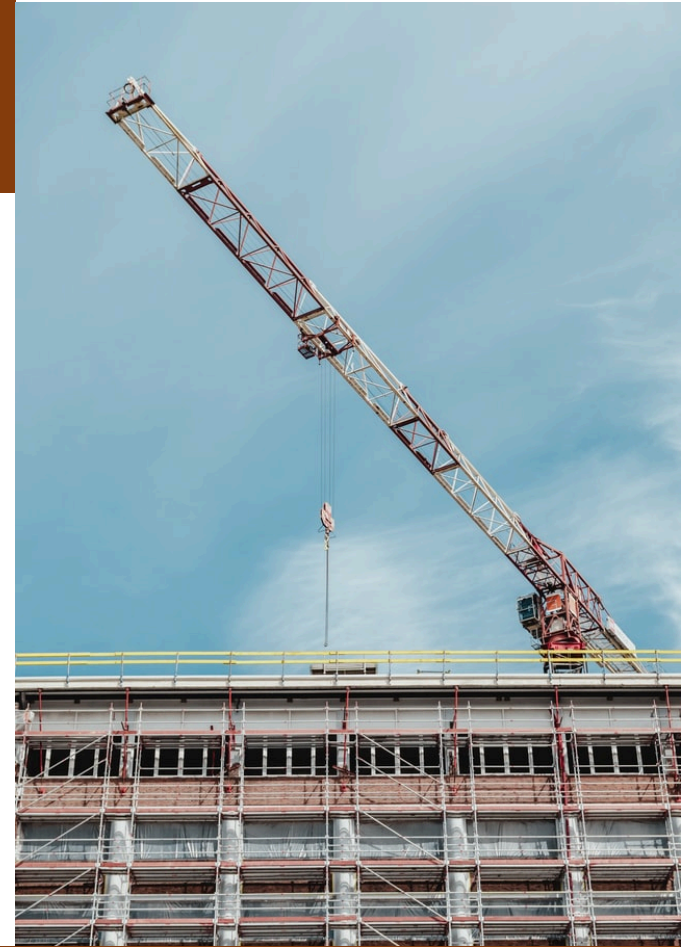


Photo by [Bernard Hermant](#) on [Unsplash](#)

Use programs SLOs to support teaching

- Align course SLOs with program expectations
- address important knowledge/skill not emphasized before
- refine assignments/tasks to clearly align with the SLOs
- provide necessary scaffolding learning experience
- help students connect their learning by communicating the program SLOs that you address.



Activity 2

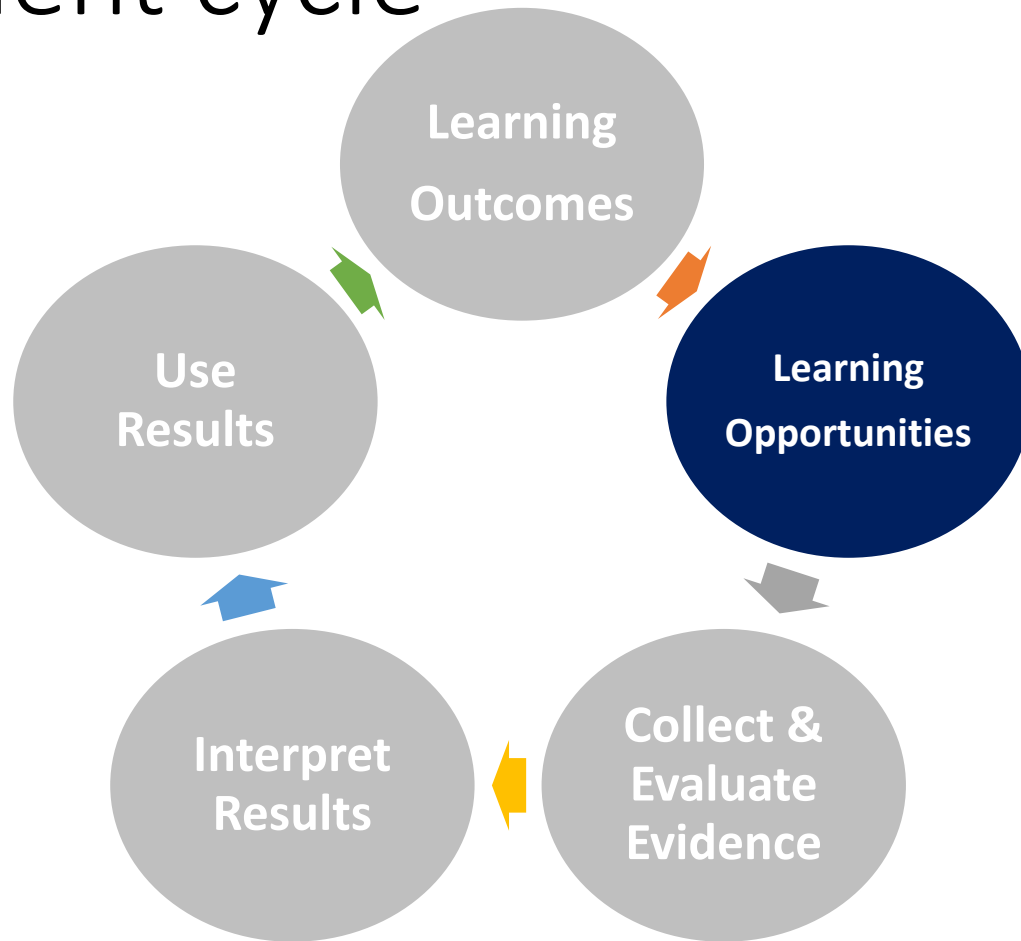
1. Locate your program SLOs
2. Plan a strategy to use program SLOs to support your teaching (handout)



Where to find program SLOs

- Departmental Website
- Assessment Office Website:
<https://manoa.hawaii.edu/assessment/update2/view.php>

Assessment cycle





Curriculum map:

learning opportunities ↔ program SLOs

Courses	SLO 1 Knowledge	SLO 2 Critical thinking	SLO 3 Research	SLO 4 Written Comm.	SLO 5 Ethical Reasoning
Course 101	X	X	X	X	
Course 102	X	X	X		
Course 201		X	X		
Course 202	X	X		X	
Mandatory advising		X	X		
Capstone	X	X	X	X	X



Curriculum map:

learning opportunities ↔ program SLOs

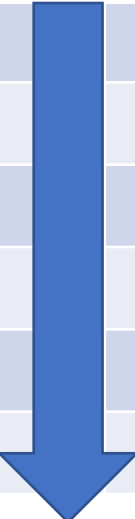
Courses	SLO 1 Knowledge	SLO 2 Critical thinking	SLO 3 Research	SLO 4 Written Comm.	SLO 5 Ethical Reasoning
Course 101	X	X	X	X	?
Course 102	X	X	X		
Course 201		X	X		
Course 202	X	X		X	
Mandatory advising		X	X		
Capstone	X	X	X	X	X



Curriculum map:

learning opportunities ↔ program SLOs

Courses	SLO 1 Knowledge	SLO 2 Critical thinking	SLO 3 Research	SLO 4 Written Comm.	SLO 5 Ethical Reasoning
Course 101	X	X	X	X	
Course 102	X	X	X		
Course 201		X	X		
Course 202	X	X		X	
Mandatory advising		X	X		
Capstone	X	X	X	X	X





Major theories
Research writing
Critical thinking

Subsequent course

Your course

Prior course

Use curriculum map to support teaching

- identify the curriculum gap and collaborate with colleagues to fill it
- collaboratively design learning tasks/activities to scaffold learning throughout the curriculum
- collegially communicate one's expectations of students' prior knowledge/skills
- find out colleagues' expectations of student knowledge/skills existing in one's course



Activity 3

Locate your program's curriculum map

Select a strategy to use the curriculum map to support your teaching

Share in small groups.



Breakout Room Task: Think of one strategy to implement and share with a colleague (6 min)



Curriculum map





Signature Assignment





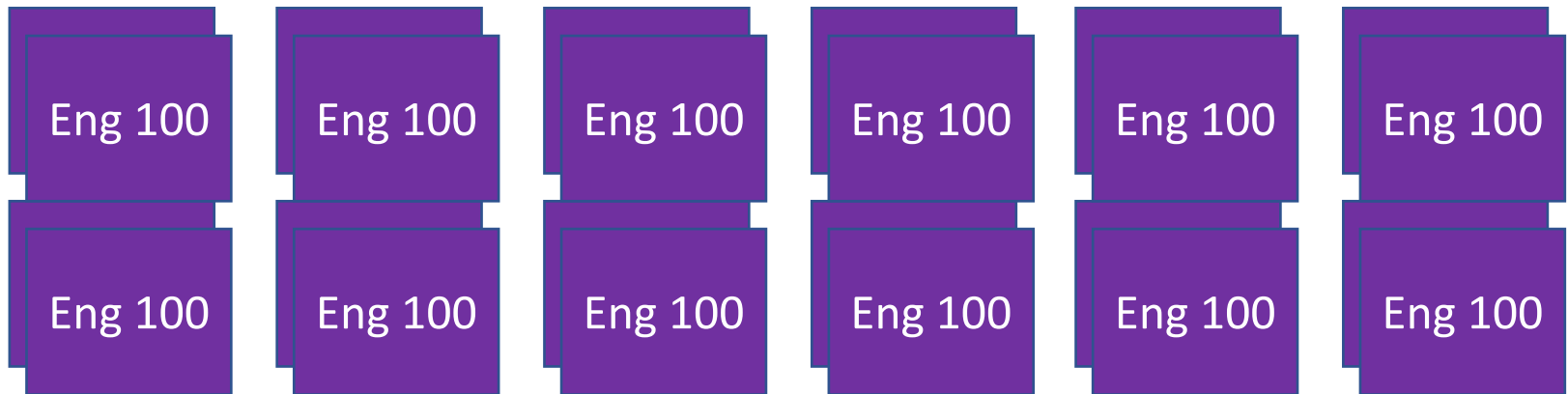
Signature Assignment

A **generic** task, problem, case, or project that can be **tailored or contextualized** in different disciplines or course contexts.

(Driscoll, 2016, p. 11).



Sections of the same course



Sample Signature Assignment for Eng 100

- Write 3-5 pages
- Argue for a position
- Include 3 sources
- Specify audience
- Genres to consider:
 - Academic essay for general public
 - A letter to GSO
 - A white paper to legislature
 - A transcript of a talk or media product (pod cast)



Similar types of courses

Quan

Survey

Qual

Sample Research Proposal signature assignment

- Students write a 5-8 page research proposal that include
 - Research topic
 - Justification of methods selection
 - Description of methods
 - Proposed analysis procedure



Oral Communication (OC) designated course

Chinese
OC

Political
Science
OC

Engineering
OC



UH Mānoa Oral Presentation Signature Assignment

Task: Students will prepare and deliver a formal oral presentation.

Length: *5-20 minutes*

Purpose: *persuade or inform*

Audience: *Specify intended audience*

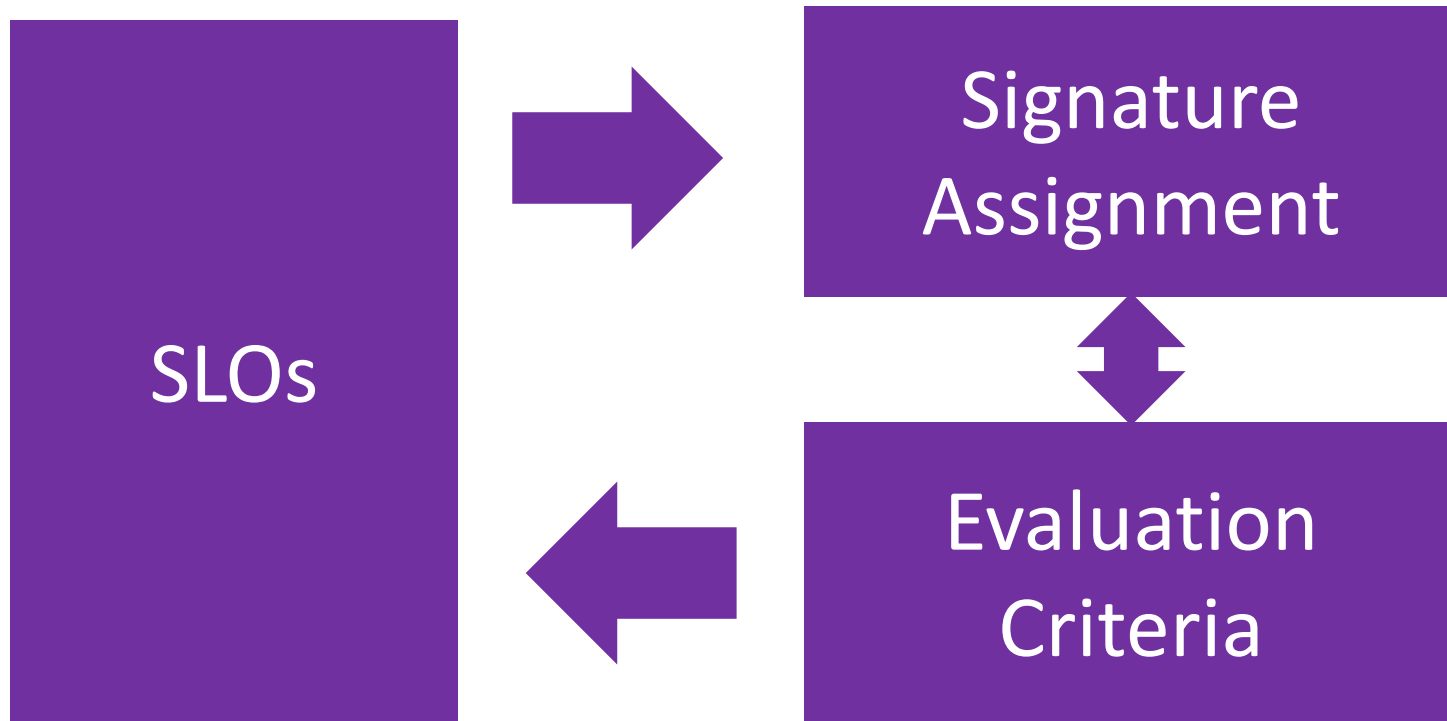
Supporting material: *Utilize appropriate supporting materials*

Oral Communication Teaching and Assessment resource for faculty

<https://manoa.hawaii.edu/assessment/reports/gened/oral-communication/oc-resources/>



Signature assignment development





Use signature assignment to support teaching

- Collaborate with colleagues for shared learning expectations
- Refine assignments to align with the shared expectations
- Collaborate with colleagues to design a signature assignment
- Collaboratively brainstorm ways to enhance assignment and teaching



Activity 4

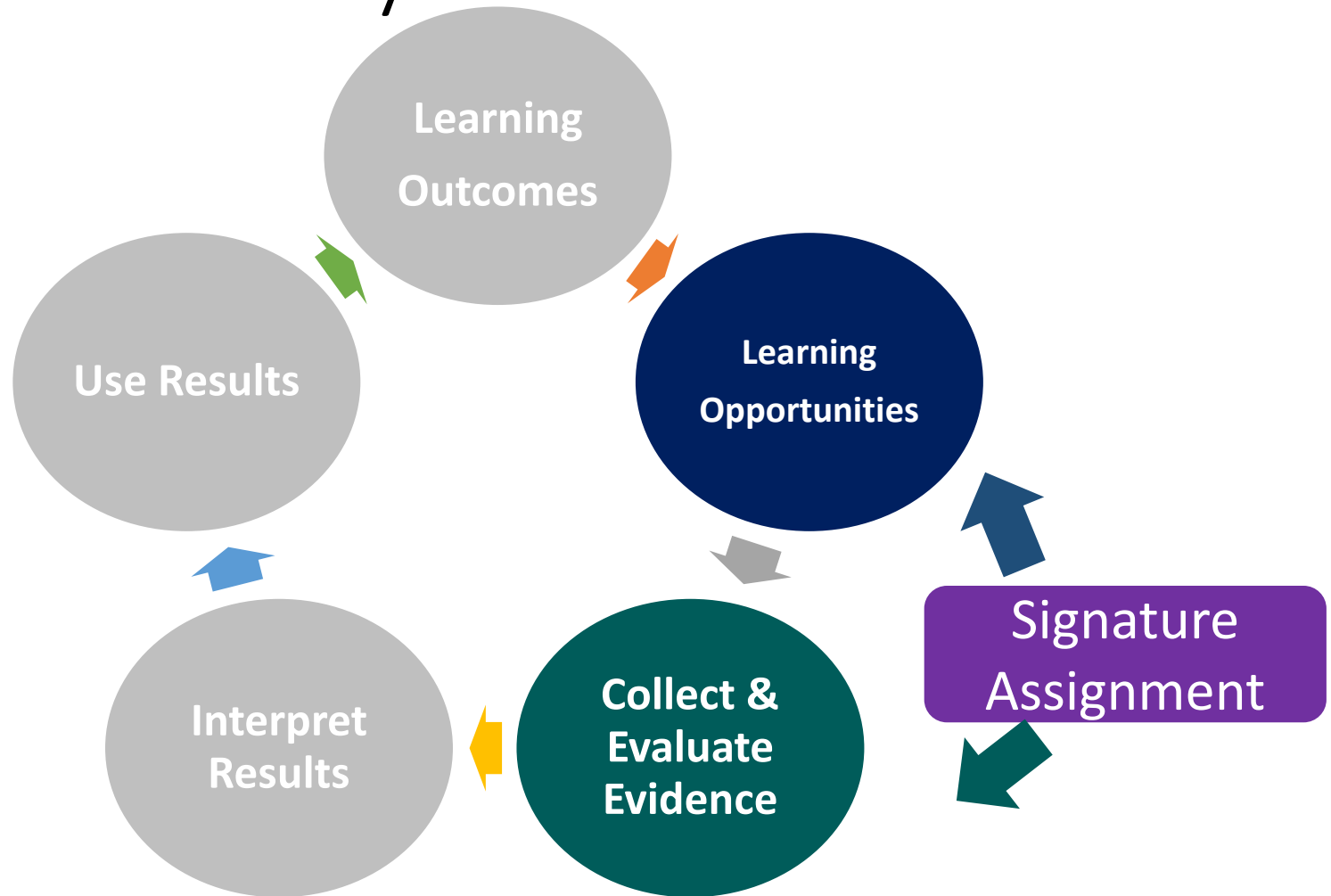
Select a strategy to use a signature assignment to support your teaching.

Plan one activity to implement.





Assessment cycle





Assessment cycle





Rubric

A rubric is a **scoring guide** that describes the **criteria** that faculty use to evaluate student performance, understanding, or behavior.

VALUE Oral Presentation Rubric

ORAL COMMUNICATION VALUE RUBRIC

for more information, please contact value@uacu.org



Definition

Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.

	Capstone 4	Milestone 3	Milestone 2	Benchmark 1
Organization	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
Language	Language choices are imaginative, memorable and compelling and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.
Delivery	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.
Supporting Material	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis which significantly supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis which generally supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis which partially supports the presentation or establishes the presenter's credibility/authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis which minimally supports the presentation or establishes the presenter's credibility/authority on the topic.
Central message	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced, but is not explicitly stated in the presentation.

<https://drive.google.com/file/d/1MDJRFjFrPXOw8TvFxq8RHF7tMB02hOOo/view>



How can this rubric be revised?

Rubric Categories

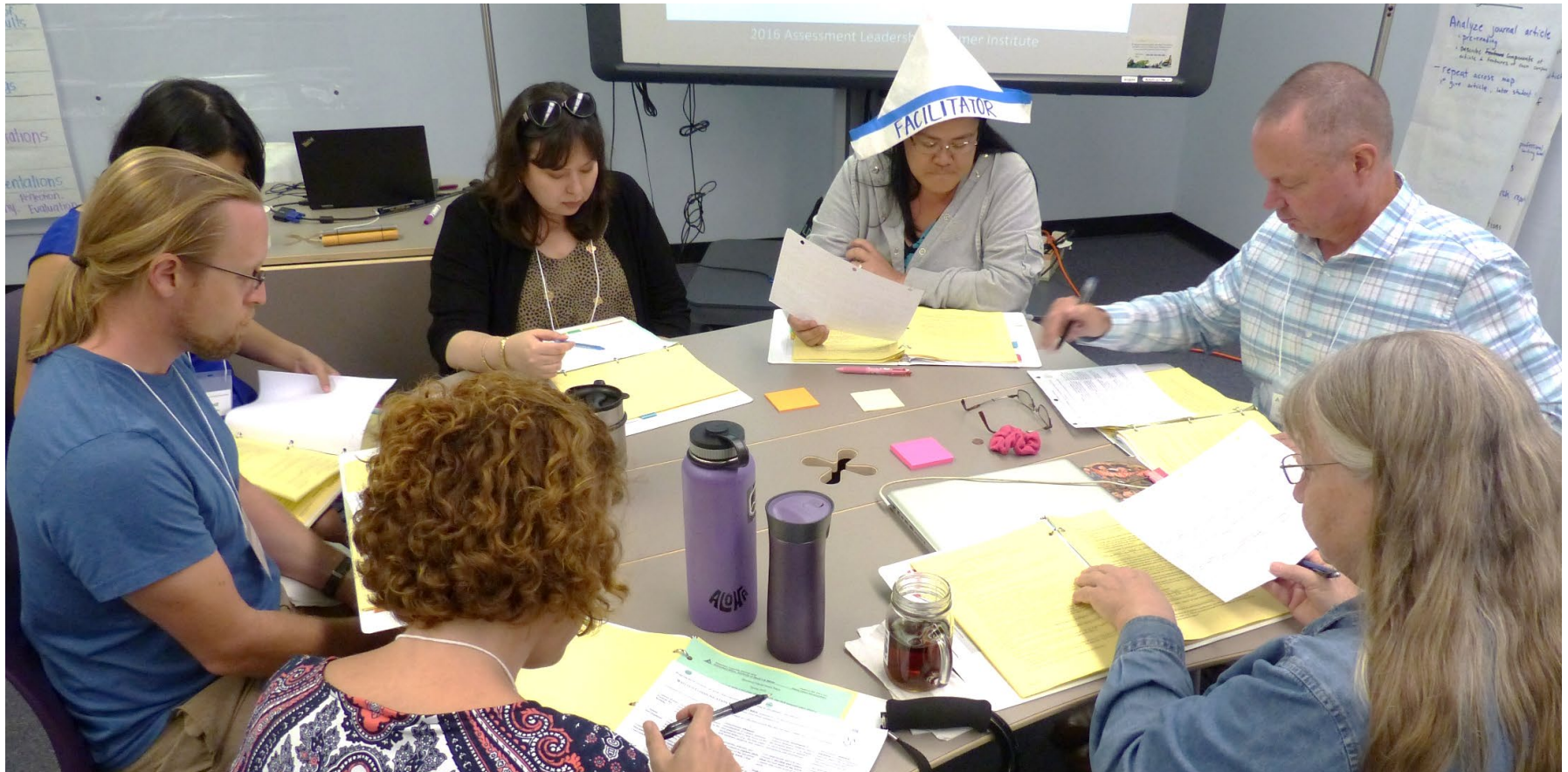
1. Grammar
2. Word choice
3. Typos
4. Content organization

Program Outcome:

Apply **critical thinking** and rhetorical skills to produce coherent written works



Need to also evaluate critical thinking



Collaboratively decide on the criteria, performance description, & definition of satisfactory performance

Adapt an existing rubric



Association of American Colleges & Universities

A VOICE AND A FORCE FOR LIBERAL EDUCATION IN THE 21ST CENTURY

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VALUE Rubrics

Below is a list of the VALUE Rubrics, organized by learning outcome. Click on an outcome to preview, download, and learn more about a particular rubric. For information on acceptable use of the VALUE rubrics, as well as how to reference and cite the rubrics, visit: [How to Cite the VALUE Rubrics](#).

Follow the instructions to download all VALUE rubrics at **no cost**. All rubrics are offered via AAC&U's Shopping Cart:

- [Download Instructions \(pdf\)](#).
- [Obtain All 16 Rubrics \(pdf\)](#).

<https://www.aacu.org/value-rubrics>

Adapt an existing rubric

Intellectual and Practical Skills

- [Inquiry and analysis](#)
- [Critical thinking](#)
- [Creative thinking](#)
- [Written communication](#)
- [Oral communication](#)
- [Reading](#)
- [Quantitative literacy](#)
- [Information literacy](#)
- [Teamwork](#)
- [Problem solving](#)

Personal and Social Responsibility

- [Civic engagement—local and global](#)
- [Intercultural knowledge and competence](#)
- [Ethical reasoning](#)
- [Foundations and skills for lifelong learning](#)
- [Global learning](#)

Integrative and Applied Learning

- [Integrative learning](#)

<https://www.aacu.org/value-rubrics>

Adapt an existing rubric



UNIVERSITY of HAWAII[®] at MĀNOA

Assessment and Curriculum Support Center

Learning outcomes assessment for improvement

[Home](#) [How To](#) [Resources](#) [Workshops and Events](#) [Reports](#) [Use of Results](#) [About](#)

Rubric Bank

[Resources, Rubrics](#)

We would like to share your rubric too. Please email it to us.

Civic Knowledge and Engagement

- [Civic Knowledge and Engagement-local and global](#), VALUE Project, Association of American Colleges and Universities

Collaboration, Teamwork, Participation

- [Group Participation \(analytic rubric\)](#)
- [Participation \(holistic rubric\)](#)
- [Teamwork](#), VALUE Project, Association of American Colleges and Universities

Critical Thinking, Creative Thinking

- [Design Project \(analytic rubric\)](#)
- [Media and Design Elements \(analytic rubric; portfolio\)](#)
- [Critical Thinking \(analytic rubric\)](#)
- [Critical Thinking](#), VALUE Project, Association of American Colleges and Universities
- [Creative Thinking](#), VALUE Project, Association of American Colleges and Universities

Ethical Deliberation

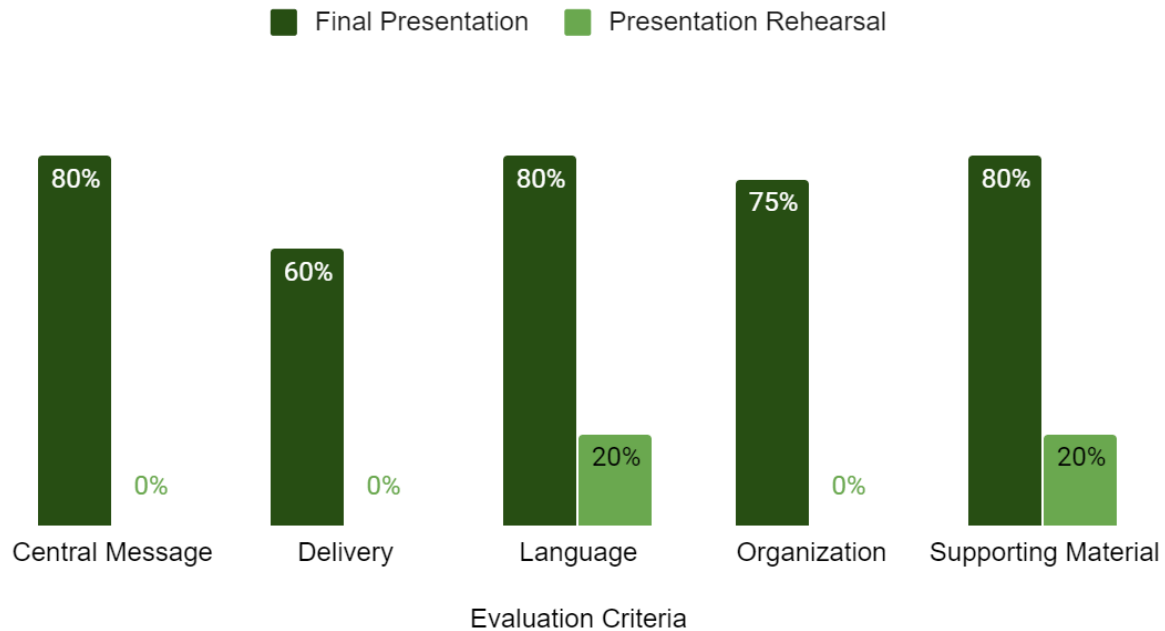
- [Ethical Reasoning](#), VALUE Project, Association of American Colleges and Universities



<http://manoa.hawaii.edu/assessment/resources/rubricbank.htm>



Percent of Students Met the Standard in Final Presentation and Presentation Rehearsal



Data dashboard template: <http://go.hawaii.edu/AZW>

Use rubrics to support teaching

- align the rubric with program SLOs
- collaboratively decide what is important to evaluate with colleagues
- collaboratively define satisfactory performance
- collaboratively evaluate and refine the rubric



Activity 5

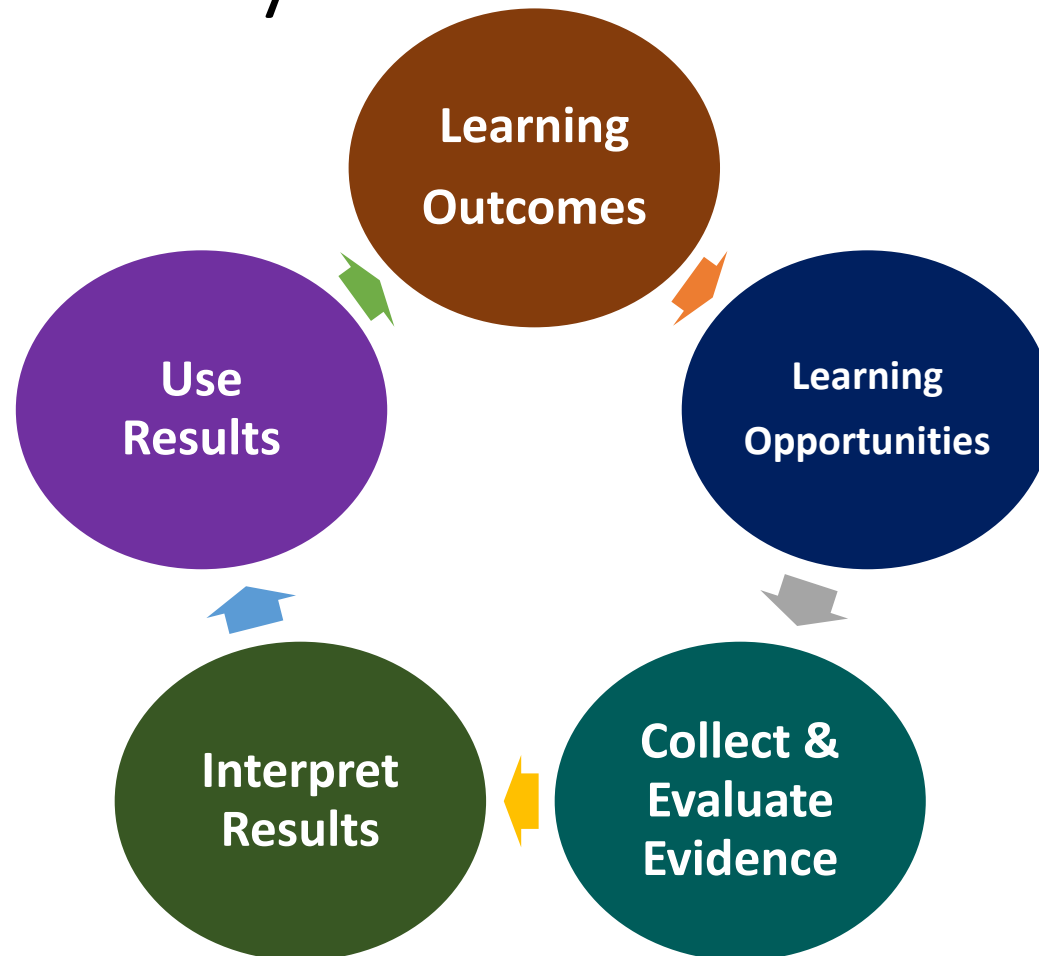
Select a strategy to use a rubric to support your teaching.

Plan one activity to implement.





Assessment cycle





Breakout Room Task:

Pick one **signature**
assignment/rubric activity
that you plan to try. Share
and give feedback to a
colleague.



Scholarship Opportunities



Publish your assignment—locally

Assessment and Learning Resource Repository



Assessment & Curriculum Support Center

<http://go.hawaii.edu/ATb>

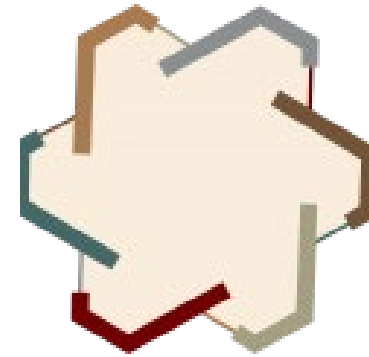


Publish your assignment— nationally

Assignment Library

The materials in the Assignment Library underwent a three part review process. NILOA team members review the initial submission, then the assignment is peer-reviewed by faculty in an assignment charrette. Assignment authors revise their assignment informed by the feedback and implement it in a course, gathering feedback from students along the way. Finally, authors resubmit their materials to NILOA, where they pass through a final review prior to posting. Authors are encouraged to submit updated versions of their materials and to continue reporting how the assignment is being used in their classrooms.

Users are invited to search the assignment library for ideas using the identified tags below of disciplines and assignment characteristics, degree level, or Degree Qualification Profile Proficiencies.



NILOA

Browse the NILOA Assignment Library

▾ Academic Disciplines and Assignment Characteristics

<https://www.learningoutcomesassessment.org/ourwork/assignment-library/>

Email: niloa@education.illinois.edu



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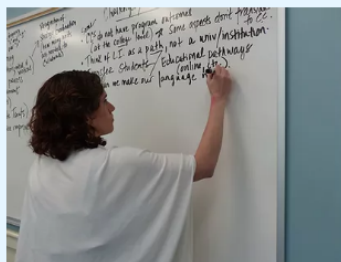
LEARNING IMPROVEMENT COMMUNITY

Assessment practitioners, educational developers, educators, and scholars in higher education reshaping learning outcomes assessment

As the student learning outcomes assessment movement has evolved in U.S. higher education, a wide range of approaches, methods, frameworks, and practices have emerged. But the core purpose of learning assessment, its reason for being and its most important challenge, is to facilitate the improvement of student learning. Ironically, this is a theme about which not enough is known. And that, in turn, is where this community comes in.

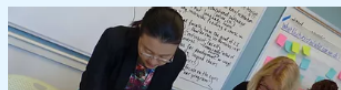
THE LEARNING IMPROVEMENT STORY PROJECT

Our [project](#) collects and shares learning improvement stories for the higher education community.



READ LEARNING IMPROVEMENT STORIES

[Compelling examples](#) of assessment and student learning improvement.



Tell your story of learning improvement

Assess

Change

Re-Assess



[Fulcher et al. \(2004\)](#)

<https://www.learning-improvement.org/>

Disciplinary Conferences

Assessment & SoTL Conferences

Local

[Hawaii Educational Research Association Annual Conference](#) (HERA) (Jan/Feb)

[Pacific Association for Institutional Research \(PacAIR\)](#)

[Hawai'i-Pacific Evaluation Association](#) (HPEA)

National

[AALHE Conference](#)

[IUPUI Assessment Institute](#)

[Annual Scholarship on Teacher and Learning Conference List](#)

Thank you!

Yao Hill

yao.hill@hawaii.edu

Q & A

Evaluate the session here: <https://forms.gle/8wCzw4SEGXj5Ssvi7>



Conducting Learning Assessment to Support Teaching and Scholarship

Dr. Yao Z. Hill (yaozhang@hawaii.edu)

Activity 1: Articulate Integrating Assessment in Teaching Practice

Activity Instruction: The following narrative represents sample language that is intended to be included in the tenure and promotion dossier.

1. Skim the narrative and highlight learning assessment tools/processes mentioned.
2. Write down your impression of this colleague.

My approach to teaching the course Research Ethics transformed after I learned that this course is the only course in the BS program that substantially addresses the ethics-related program student learning outcome (SLO), which is: "Students will function professionally and ethically when conducting research." Since this is a senior level course, students' performance in this course no longer just represents their achievement in my course but also as a graduating senior from this degree program. With this realization, I asked myself several questions:

1. *Are my expectations of the students the same as the program expectations? What does "function ethically" entail to other faculty and to the program as a whole?*
2. *If another faculty teaches this course, would students learn the same or differently? What should be the essential learning experience and what kind of evidence can show that students have achieved the program expectations?*
3. *Is this one course enough? Where else can this be addressed in our program curriculum? Who else might be interested in addressing ethical deliberation in their courses? How can I collaborate with them?*

In the process of seeking the answers to these questions, I joined the Curriculum Committee, collected input from faculty colleagues, and revised my course SLOs to explicitly reflect program expectations of "function ethically." For example, SLO1: "Students will be able to follow the IRB process when conducting their research;" SLO2: "Students will be able to perform ethical deliberation in every step of the research process that reflects ethical standards of the field;" and so on. Working with colleagues, I led and coordinated the development of rubrics to assess



the outcomes achievement. I provided students both the SLOs and the rubrics right at the beginning of the course so that students clearly know the program expectations and the path to progress toward mastery. In addition, with the committee's feedback, I revised my course final assignment to make it a signature assignment, so that instructors other than me can use it as the culminating evidence of student ability both for the course and for program assessment purposes. To help students achieve higher levels of mastery, I designed many scaffolding activities throughout the semester. For example, ... Furthermore, I approached two faculty members teaching lower level courses and used my expertise in ethics to help them develop classroom activities and assignments related to ethical deliberation.

Working collaboratively with faculty beyond the boundary of the classroom helped me to make transformative improvements to the course. Students came more prepared after going through the learning experience in the lower level classes. The activities and assignments made more sense for them because the expectations are clear and aligned with program expectations. As a result, 80% of the students performed satisfactorily on the final culminating assignment after the course transformation, compared to 60% before the changes. More importantly, I believe that I significantly contributed to the curriculum coherence and quality in building students' ethical reasoning ability and ethical conduct in research. My teaching and assessment work positively impacted my class, the Ethical Research course in general, and the program.

(Disclaimer: This is constructed sample language designed for inclusion in a faculty's dossier. Individual faculty members should check with their own department personnel evaluation criteria to see whether a narrative like this would be pertinent/appropriate.)



Student learning outcomes (SLOs)

Definition: Action-oriented statement of the knowledge, skills, and/or dispositions students are expected to know, to be able to do, and to value upon successful course/project/program completion

Resource: Find program SLOs here:

<https://manoa.hawaii.edu/assessment/update2/view.php?view=programs>

Activity 2: Locate the program SLOs that your course aligns with

Which program learning outcomes do you emphasize in your course?

Select a strategy to use program SLOs to support your teaching

- ☐ Clearly align the course with program SLOs [Align = substantially and explicitly address that program SLO in my course]
- ☐ Address important knowledge/skill not emphasized before
- ☐ Refine assignments/tasks to clearly align with the SLOs
- ☐ Provide students with necessary scaffolding learning experience
- ☐ Help students connect their learning by communicating the program SLOs that you address
- ☐ Other:

Plan one activity to implement here:



Curriculum Map

Definition: A matrix that shows the alignment between learning opportunities and program SLOs

Activity 3: Locate your program's curriculum map [here](#). Select a strategy to use the curriculum map to support your teaching

- ☐ Identify a curriculum gap and collaborate with colleagues to fill it
- ☐ Collaboratively design learning tasks/activities to scaffold learning throughout the curriculum
- ☐ Collegially communicate my expectations of students' prior knowledge/skills to instructors teaching a lower level course
- ☐ Find out colleagues' expectations of student knowledge/skills existing from my course
- ☐ Explain to students my assumptions of their prior knowledge/skills
- ☐ Design activities to help students connect their prior learning to my course
- ☐ Refine my course so that my students are better prepared for subsequent courses (alternatives: future professional tasks, community/civic engagement, graduate school)

Plan one activity to implement here:



Signature Assignment

Definition: A generic task, problem, case, or project that can be tailored or contextualized in different disciplines or course contexts (Driscoll, 2016, p. 11)

Sample Signature Assignments

English 100 3-5 pages in length Argue for a position Include 3 sources Specify audience Genres to consider: <ul style="list-style-type: none">• Academic essay for general public• A letter to GSO• A white paper to legislature• A transcript of a talk or media product (podcast)	Research Methods Course -- Research Proposal 5-8 pages in length Includes: <ul style="list-style-type: none">• Research topic• Justification of methods selection• Description of methods• Proposed analysis procedure	UH Mānoa Oral Presentation Signature Assignment Task: Students will prepare and deliver a formal oral presentation. Length: 5-20 minutes Purpose: persuade or inform Audience: Specify intended audience Supporting material: Utilize appropriate supporting materials OC teaching and assessment resources are here .
--	--	--

Activity 4: Select a strategy to use a signature assignment to support your teaching

- ☐ Collaborate with colleagues teaching the same or similar courses to form shared learning expectations
- ☐ Refine the assignment to align with the shared expectations
- ☐ Collaborate with colleagues to design a signature assignment
- ☐ Discuss student performance with fellow colleagues and collaboratively brainstorm ways to enhance assignment and teaching

Plan one activity to implement here:



Rubrics

Definition: A scoring guide that describes the criteria that faculty use to evaluate student performance, understanding, or behavior. It is often shaped like a matrix, which describes levels of achievement in a specific area of performance, understanding, or behavior.

Resources

- VALUE rubrics: <https://www.aacu.org/value/rubrics>
- AO Rubric Bank: <http://manoa.hawaii.edu/assessment/resources/rubricbank.htm>
- ACSC Assessment and Learning Resource Repository: <http://go.hawaii.edu/ATb>

Activity 5: Select a strategy to use a rubric to support your teaching

- ☐ Align the rubric with program SLOs
- ☐ Collaboratively decide what is important to evaluate with colleagues
- ☐ Collaboratively define satisfactory performance
- ☐ Collaboratively evaluate and refine the rubric
- ☐ Adapt the program rubrics together with your students
- ☐ Share the rubric with students
- ☐ Train students to self-evaluate using the rubrics
- ☐ Track student progress by analyzing rubric data
- ☐ Use rubric results to identify SLOs to enhance

Plan one activity to implement here:

Upcoming Rubric Use and Development Online Workshop can be registered for [here](#).

Activity 6: Write an email to yourself

Remind yourself next time that you are going to describe your teaching practice and how you will describe your efforts integrating assessment to support teaching and scholarship. Use bullet points to note down key ideas.